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AUTHOR Twining, Kathleen A.; Twining, James E.
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ABSTRACT

In 1985-86, a study was conducted at the Community College of Rhode Island (CCRI) to determine the differences between the perceived needs of students who had decided on a program of study and students who were undecided about their major. A stratified, random sample of 400 CCRI students received a 54-item questionnaire which examined academic, personal, and social needs; events which influenced college attendance; and specific reasons for pursuing an education. Study findings, based on a 61% response rate, included the following: (1) few significant demographic differences were found between decided and undecided students, though the undecided population was more likely to be female, married or divorced, working more hours per week, and to have a nontraditional high school diploma than the decided population; (2) undecided students were significantly older than decided students; (3) decided and undecided groups gave similar reasons for pursuing an education, with the most frequently offered reasons being "to become better educated," "to meet the educational requirements for my chosen career," and "to increase my earning power"; (4) the five highest ranked needs were "to develop more effective study skills," "to feel more relaxed when speaking before groups," "to learn to concentrate better," "to gain more confidence in myself," and "to learn how to deal better with stress"; and (5) 42% of the undecided group and 31% of the decided group expressed a need for help in choosing a career/academic major. (UCM)

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Perceived Needs of Decided and Undecided Two-Year Community College Students

Kathleen A. Twining

Counseling and Advising Center

James E. Twining

Department of English

Community College of Rhode Island

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Abstract

The purpose of this study, using a needs assessment methodology, is to determine if, and to what extent, students who are undecided on a program of study differ from those pursuing a program of study leading to graduation. A stratified, random sample of 400 students enrolled at the Community College of Rhode Island was selected to receive a 54-item questionnaire which examined academic, personal, and social needs; specific events which influenced college attendance; and specific reasons for pursuing an education. The data analysis is based on 243 returned questionnaires, or 61% of the population surveyed. The results of this study suggest a good deal of similarity between decided and undecided students. Yet, the data also indicate that undecided students are older students, particularly female, returning as funds become available and as child rearing responsibilities lessen, and who have specific needs for career and personal counseling which require attention beyond traditional services. Further research with the undecided population is suggested.

PERCEIVED NEEDS OF DECIDED AND UNDECIDED TWO-YEAR COMMUNITY COLLEGE STUDENTS

Needs assessment is a foundation for all important policy decisions in post-secondary education. These assessments provide policy makers with the basic information for creating programs and providing services (Gill & Fruehling, 1979; Lenning & McAleenan, 1979; Ragan & Higgins, 1985; and Weissberg, Berentsen, Cote, Cravey, & Heath, 1982). Within this context, a needs assessment examining the differences between students who were decided on a program of study and students who were undecided was carried out at the Community College of Rhode Island during the academic year 1985-1986.

Studies assessing student needs have been conducted previously at various educational institutions, yielding some interesting results. Weissberg, et al., (1982) in an assessment of student needs at the University of Georgia found, for example, that students expressed much greater need in the career development area than in either the personal or the academic areas. Kramer, Berger, and Miller (1974) found that both male and female students at Cornell University ranked vocational choice and career planning as a greater concern than various other personal or academic issues.

However, Ragan and Higgins (1985), examining the "perceived needs" of underclass students at five different colleges and universities found that personal and social needs were as strongly felt as either academic or career needs. Yet, Fullerton and Potkay (1973), examining student perceptions at Western Illinois University, found that academic issues, grades specifically, caused more pressure than personal or career issues. Smallwood (1980) found that adult women college students ranked social needs, specifically the scheduling of noncollege responsibilities, higher than academic, vocational or interpersonal needs.

Additional studies also indicate an increase in the nontraditional, adult population on college campuses and the attendant issue of their needs (Brodzinski, 1980; Mardoyan, Alleman, & Cohran, 1983; McCartan, 1983). Flohr and Sweeney (1982) report that many adults are returning to school because of changing technologies; and women, in particular, are returning for self-improvement and occupational advancement. Furthermore, Sewall (1984) found that developing a new career was a major reason for adults returning to college, with job dissatisfaction as a major triggering event.

Ultimately, effective needs assessment is directly

related to the problem of student retention and persistence in college. As Tinto (1975) points out, low goal commitment and low institutional commitment are key aspects of the drop-out problem.

Specifically, Tinto (1975, p. 102) notes that "...once the individual's ability is taken into account, it is...commitment to the goal of college completion that is most influential to determining college persistence. ...the higher the level of plans, the more likely the individual to remain in college." Sewell and Shah (1967) report educational plans to be the strongest influence on college completions, and Spaeth (1970) demonstrated that an individual's occupational expectation was the most important factor affecting attainment, after ability. Furthermore, Wessell, Engle, and Smidchens' (1978) research suggests that students with declared curricular majors would persist at a higher rate than those without a declared major, the latter of whom were more likely to withdraw from college.

Since educational plans or expectations, here defined as decision on a career/academic major, are considered a major predictor of college success, the purpose of this study, using a needs assessment methodology, is to determine if, and to what extent,

students who are undecided on a program of study differ from those pursuing a program of study leading to graduation.

This study was undertaken not only to compare the two groups but also to gather information for use in formulating policies and programs by student personnel administrators. The following questions were examined:

1. Are the general demographic characteristics of non-degree-seeking students different from degree-seeking students?

2. Are there specific reasons for pursuing an education and do these reasons differ for the two groups?

3. Are there specific events which influenced a decision to attend the Community College and do these events differ for the two groups?

4. Are academic, personal, and social needs of the non-degree-seeking student different from the degree-seeking student?

Method

Sample

A stratified, random sample of 400 students who were currently enrolled at the Community College of Rhode Island (a multiple campus facility annually enrolling approximately 12,000 students both day and

evening) during the fall semester and who had completed a minimum of 15 credits was selected from the College's two main campuses. Of the total sample, 200 were undecided students, defined as those enrolled in the College's Open College (nondegree) program, and 200 decided students, defined as those enrolled in a degree-seeking program.

Measures and Procedures

A 54-item questionnaire was developed to assess needs in academic, personal, and social areas as well as to assess specific events which influenced the decision to attend the Community College and the specific reasons for pursuing an education. Response categories were structured for each question on the basis of a Likert-type scale indicating: 1 = No Need (Reason or Influence), 2 = Weak Need (Reason or Influence), 3 = Moderate Need (Reason or Influence), 4 = Strong Need (Reason or Influence). Items for the survey were generated through a review of student development research and previous needs assessment studies. Questions relating to general demographics of the populations were included. The questionnaire was then mailed to 400 students with a self-address, stamped envelope to return the questionnaire.

Of the 400 students surveyed, 251 returned

questionnaires for a total return rate of 63%. Of the questionnaires completed, eight were subsequently eliminated because of incomplete results, leaving 243 questionnaires for inclusion in this study, or 61%.

Data

The data were analyzed, first of all, to determine overall frequencies and percentage results for all questionnaire items. In addition, chi-square analyses were calculated to determine if and where any significant differences existed between the decided and undecided groups. Any differences reported were significant as indicated: $p < .001$, $p < .01$, and $p < .05$.

Results

Demorgraphics

Table 1 presents the demographic data of decided and undecided students. The data indicate, first of

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Insert Table 1 about here

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all, that females make up the majority of the survey population (68%) compared to males (31%). The distribution also tends to be the same in the decided group, with females making up 66% compared to males with 33%, and in the undecided group, with females making up 71% compared to males with 28%. The data in Table 1

further indicate that students in the decided group are significantly younger than those in the undecided group. More than half (58%) of the decided students fall within the 19 to 24 year old age bracket as compared to 34% of the undecided students in the same category; the majority of undecided students are over 25 years of age.

The data in Table 1 indicate there is a significant difference in marital status between the decided group and the undecided group. Sixty four percent of the decided group are single compared to 49% of the undecided group, whereas only 36% of the decided group are either married, seperated, or divorced compared to 51% of the undecided group.

With regard to racial/ethnic group distribution, the data in Table 1 indicate a predominately Caucasian population (88%) compared to all other categories (12%). The data also indicate that there is no significant difference in the racial/ethnic group distribution between the decided and undecided groups.

The data in Table 1 further indicate that there is no significant difference in grade point average between the decided and undecided groups, though it does appear that a higher percentage of the decided group (56%) clusters in the 3.00-3.49 and 3.50-4.00 categories than the undecided group (38%). There is a significant

difference between the decided and undecided groups with regard to last degree earned. The data indicate that a large number of students in the decided group (79%) cluster in the high school diploma category as compared to the undecided group (60%). In contrast, a large number of undecided students (40%) cluster in the GED and other categories compared to decided students (14%).

Finally, the data in Table 1 indicate a significant difference between the decided and undecided groups for number of hours worked. Obvious differences appear to be in the category 6-15 hours, with 15% of the decided group in this category compared to 5% of the undecided group; and in the category 26-55 hours, with 17% of the decided group in this category compared to 29% of the undecided group.

Reasons for Pursuing an Education

Table 2 represents the rank order of summary results of reasons for pursuing an education for the

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total group, the decided group, and the undecided group based on a summation of moderate and strong responses.

For all groups, the three most frequent reasons

given for pursuing an education are to become better educated, to meet my educational requirements for my chosen career and to increase my earning power. These items were either a strong or moderate reason for 82% to 94% of the total group, 86% to 95% of the decided group, and 76% to 94% of the undecided group.

A significant difference in the response to the item to transfer to a 4-year college after graduation was found between the decided and undecided groups with 63% of the decided group indicating this as a moderate or strong reason compared to 42% of the undecided group.

Ranked least important for all three groups were to be with friends and couldn't find anything better to do.

Events

Table 3 represents the rank order of the events that influenced a decision to attend the Community

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College for the total group, the decided group, and the undecided group based on a summation of moderate and strong responses.

For both the total group and the decided group, the three most frequent events given as influences were completed high school, spoke to a CCRI graduate, and

funds became available. These items were either a strong or moderate influence for 33% to 40% of the total sample and 31% to 44% of the decided group. The undecided group ranked the three most important influences as funds became available, completed high school, and time became available as children got older. These items were either a strong or moderate influence for 32% to 35%.

A significant difference was found in the response to that time became available as children got older between the decided and undecided groups, with 32% of the undecided group indicating this as a moderate or strong influence compared to 11% of the decided group.

Ranked least important by all groups were visited an information booth, and lost job.

Needs

Table 4 represents the rank order of summary results for personal, academic, and social needs based

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Insert table 4 about here

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on a summation of responses for moderate to strongly felt needs for the total group, the decided group, and the undecided group.

Of the 23 items in the needs assessment, the five

highest ranked needs for the total group were to develop more effective study skills, to feel more relaxed when speaking before groups, to learn to concentrate better, to gain more confidence in myself, and to learn how to deal better with stress. Of the total students surveyed, 46% to 58% indicated either a moderate or strong need for these items.

The lowest ranked needs for the total group with only 4% to 16% marking strong or moderate need are to learn to cope with divorce, to find adequate child care, to learn how to use the library, to join extra curricular activities, and to feel more a part of the Community College community.

The decided group's five highest ranked needs are to feel more relaxed when speaking before groups, to develop more effective study skills, to learn to concentrate better, to gain more confidence in myself, and to learn how to deal better with stress. These items were ranked either a moderate or strong need for 46% to 56% of the group.

The lowest ranked needs for the decided group with only 3% to 15% marking strong or moderate need are to learn to cope with divorce, to find adequate child care, to learn how to use the library, to feel more apart of the Community College community, and to join extra

curricular activities.

The undecided group's five highest ranked needs are to develop more effective study skills, to feel more relaxed when speaking before groups, to learn to concentrate better, to gain more confidence in myself, and to improve my math skills. These items were ranked either strong or moderate need for 50% to 65% of the group.

The five lowest ranked needs for the undecided group with only 6% to 22% marking strong or moderate need were to learn to cope with divorce, to find adequate child care, to join extra curricular activities, to feel more part of the Community College community, and to meet new people.

In the needs area, four items were found to be significant in distinguishing between decided and undecided students. These items include: to receive help in choosing a career/academic major, with 42% of the undecided expressing a need compared to 31% of the decided; to talk to a counselor about my personal concerns, with 31% of the undecided expressing a need compared to 19% of the decided; to learn to use the library, with 23% of the undecided expressing a need compared to 9% of the decided; and to learn to cope with divorce, with 6% of the undecided compared to 3% of the

decided.

Discussion

Since the purpose of this study is to examine the extent of the differences between decided and undecided students on the basis of four specific questions, the data will be discussed within the context of each question separately.

1. Are the general demographic characteristics of non-degree-seeking students different from degree-seeking students?

Overall there are few significant differences in the demographics of undecided students compared with decided students. The undecided population tends to be older, to be either married or divorced (rather than single), to work more hours per week, and to be less likely to have a traditional high school diploma. While the undecided population is predominately female (71%), a phenomenon similar to that found in other research (Brodzinski, 1980; Flohr & Sweeney, 1982), the distribution by sex is not significantly different from either the decided or the total group. Additionally, there is no difference in the racial makeup or in the earned grade point average between the two groups.

What seems to stand out in the demographics is the age difference between the two groups, with the

undecided being significantly older (see also Brodzinski, 1980), and this age difference then appears to be the underlying factor in most other differences.

2. Are there specific reasons for pursuing an education and do these reasons differ for the two groups?

Both decided and undecided students exhibit a great deal of similarity in reasons for pursuing an education. Both groups rank their most important reasons as to become better educated, to meet educational requirements for my chosen career and to increase my earning power, and both groups rank their least important reasons as to be with friends, and couldn't find anything better to do (see Sewall, 1984, for similar findings with adult undergraduates). An interesting aspect of the responses for the most important reasons, while not significant, is that a higher percentage of the undecided students (91%) selected to meet educational requirements for my chosen career compared to the decided students (89%), even though the former group was still undecided as to that career. The one significant difference between the two groups pertains to transfer to a 4-year college, with 63% of the decided group citing this reason compared to 42% of the undecided group. Apparently long-term planning has a positive impact on the

decision-making process. Tinto (1975) indicates such planning is also a factor in retention.

3. Are there specific events which influenced a decision to attend the Community College and do these events differ for the two groups?

Considering specific events which influence college attendance, there are some interesting differences between the decided and undecided students. For the decided students a relatively traditional set of influences is given top rank, with completed high school, spoke to a CCRI graduate, and funds became available leading the list. For the undecided students, a slight shift in influences provides some interesting results. Funds became available, completed high school, and time became available as children got older were ranked first, second and third, respectively, by the undecided group, suggesting some important population differences. Moreover, the only significant event difference between the decided and undecided groups was for the factor time became available as children got older, with 32% of the undecided group citing this as important compared to 11% of the decided group. In general, the results for the undecided group reflect the findings for research on non-traditional adult students (Hughes, 1983; Smallwood, 1980; Sewall, 1984).

4. Are academic, personal, and social needs of the non-degree-seeking student different from the degree-seeking student?

In many ways the data from the needs assessment support Holland and Holland's (1977, p. 404) view that "few clear or compelling differences emerge" between decided and undecided students. Specifically, the four highest ranking needs were the same for both groups, including to develop more effective study skills, to feeling more relaxed when speaking before groups, to learn to concentrate better, and to gain more confidence in myself. Additionally, the high ranking of to develop more effective study skills is consistent with previous needs assessment research which shows academic needs to be high priority needs (Ragan & Higgins, 1985; Weissberg, et al., 1982).

One finding which seems somewhat ironic is the response to the need to learn better decision-making techniques. The undecided group ranked this need a low 12 of 23 needs with 37% considering it important, whereas the decided group ranked it 6 of 23 with 45% considering it important. Perhaps this finding is further reason to follow Holland and Holland's (1977) advise to examine the undecided population more closely in terms of multiple sub-types distinguishing within the

undecided group rather than simply between decided and undecided groups.

Four items of the needs assessment were found to be significant in distinguishing between decided and undecided students, including to receive help in choosing a career/academic major, to talk to a counselor about personal concerns, to learn to use the library and to learn to cope with divorce. These items clearly suggest some specific areas requiring special attention when designing services for undecided students, particularly with reference to choosing a career/academic major, an important issue for 42% of the undecided population, and to talk to a counselor about personal concerns, an important issue for 31% of the undecided population. Ultimately, responding to these needs is especially critical to student retention (Tinto, 1975).

Overall, the results of this study suggest a good deal of similarity between decided and undecided students. With regard to demographics though, the primary distinguishing characteristic is age. The undecided group is significantly older, and this age factor seems to underlie the various differences which do appear between the two groups. Similarly, with regard to events which influenced the decision to attend

college, a significantly high percentage of the undecided population indicated that time became available as children got older. These specific differences suggest that more attention should be given to the nontraditional student population which seems more likely to be the undecided population. Moreover particular needs found to be significant for the undecided population, such as the need for career guidance and the need for personal counseling, suggest specific areas to which counselors must attend (see also Ashby, Wall, & Osipow, 1966).

What is most obvious from this study, viewed within the context of previous research, is that further research regarding the undecided population is required, perhaps along the lines of Holland and Holland (1977) examining subtypes and, perhaps, along the lines of Gordon (1981) examining developmental differences within the undecided population. Available data suggest some useful directions for student services appropriate to the present. Additional research will help establish policy for the future.

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Table 1

Demographic Data of Decided and Undecided Students

Demographic Iten	Total Group		Decided Group		Undecided Group	
	N	%	N	%	N	%
Sex						
Male	75	31	48	33	27	28
Female	165	68	96	66	69	71
Age*						
19-24	117	49	83	58	34	35
25-29	47	20	27	29	20	21
30-35	39	16	19	13	20	21
36-40	21	9	10	7	11	12
41-60	15	6	4	3	11	12
Marital Status**						
Single	141	58	93	64	48	49
Divorced	31	13	13	9	18	19
Separated	4	2	4	3	0	0
Married	66	27	35	24	31	32
Racial/Ethnic Group						
Afro-Amer. Balck	8	3	4	3	4	4
Amer. Indian/Alaskian	2	1	1	1	1	1
Caucasian	212	88	127	88	85	88
Hispanic Orgin	6	3	3	2	3	3
Other	14	6	10	6	4	33

*Probablility of Chance = Significant Difference between Decided and Undecided Groups ($p < .01$)

**Probability of Chance = Significant Difference between Decided and Undecided Groups ($p < .05$).

Table 1 (cont.)

Demographic Item	Total Group		Decided Group		Undecided Group	
	N	%	N	%	N	%
Grade Point Average						
3.50-4.00	52	22	38	26	14	14
3.00-3.49	67	28	44	30	23	24
2.50-2.99	53	22	28	21	21	22
2.00-2.49	49	20	22	15	27	28
1.50-1.99	18	7	10	7	8	8
Last Degree EArned*						
High School	172	71	114	79	58	60
GED	35	15	13	9	22	23
Associate Degree	10	4	8	6	2	2
Bachelor Degree	2	1	1	1	1	1
Other	20	8	7	5	13	13
No Degree	3	1	2	1	1	1
Number of HOurs Worked*						
0	35	15	17	12	18	19
1-5	7	3	7	5	0	0
6-15	27	11	22	15	5	5
16-25	62	26	41	28	21	22
26-35	52	22	24	17	28	29
36-over	59	25	34	23	25	26

*Probability of Chance - Significant Difference Between Decided and Undecided Groups (p .01)

**Probability of Chance = Significant Difference between Decided and Undecided Groups (p .05)

Table 2

Summary Results of Reasons for Pursuing an Education

Rank Order by Group			Reasons	Total Group (n = 242)		Decided Group (n = 145)		Undecided Group (n = 97)		Decided/ Undecided Difference
T	D	U		[t]%	Mean	%	Mean	%	Mean	Significance
1	1	1	to become better educated	94	3.75	95	3.76	94	3.74	NS
2	2	2	to meet educational requirements for my choosen career	90	3.58	89	3.56	91	3.62	NS
3	3	3	to increase my earning power	82	3.29	86	3.40	76	3.13	NS
4	4	6	to transfer to a 4 year college	55	2.54	63	2.72	42	2.28	D > U**
5	5	4	to develop self confidence	53	2.51	54	2.57	53	2.42	NS
6	6	5	to develop independence	48	2.46	46	2.46	51	2.47	NS
7	7	7	to meet new and interesting people	22	1.87	21	1.87	23	1.87	NS
8	8	9	to satisfy my family	12	1.49	16	1.59	7	1.35	NS
9	9	9	to get away from daily routine	7	1.35	9	1.31	8	1.40	NS
10	10	10	to be with friends	4	1.17	3	1.15	2	1.21	NS
11	11	11	couldn't find anything better to do	2	1.07	3	1.08	1	1.06	NS

T = Total Group D = Decided Group U = Undecided Group

[t]Percentages based on Moderate + Strong responses

**p < .01

Table 3

Summary Results of Events that Influenced a Decision to Attend the Community College

Rank Order by Group			Events	Total Group (n = 242)		Decided Group (n = 145)		Undecided Group (n = 97)		Decided/ Undecided Difference
T	D	U		[t]%	Mean	%	Mean	%	Mean	Significance
1	1	2	completed high school	40	2.11	44	2.23	34	1.91	NS
2	2	4	spoke to a (College) graduate	34	1.90	37	1.99	30	1.77	NS
3	3	1	funds became available	33	1.92	31	1.88	35	1.98	NS
4	4	5	read advertisement about (College)	25	1.69	23	1.67	28	1.71	NS
5	5	3	Time became available as children got older	19	1.52	11	1.31	32	1.81	U > D*
6	8	6	experienced family/marital problem(s)	9	1.23	9	1.26	9	1.31	NS
7	6	8	Attended presentation at (College)	8	1.24	10	1.28	5	1.17	NS
8	7	9	not accepted into College of 1st choice	8	1.23	10	1.27	5	1.17	NS
9	9	7	experienced serious illness/accident	6	1.16	6	1.17	6	1.16	NS
10	11	10	visitied an information booth	4	1.13	4	1.10	4	1.18	NS
11	10	11	lost job	4	1.11	5	1.13	3	1.09	NS

T = Total Group D - Decided Group U - Undecided Group

[t]Percentages based on Moderate + Strong responses

*p < .001

Table 4

Summary Results of Academic, Social and Personal Needs

Rank Order by Group			Needs	Total Group (n = 242)		Decided Group (n = 145)		Undecided Group (n = 97)		Decided/ Undecided Difference
T	D	U		[t]%	Mean	%	Mean	%	Mean	Significance
1	2	1	to develop more effective study skills (A)	58	2.66	54	2.57	65	27.8	NS
2	1	2	to feel more relaxed when speaking speaking before groups (S)	56	2.58	56	2.61	56	2.53	NS
3	3	4	to learn to concentrate better (A)	52	2.44	53	2.41	51	2.49	NS
4	4	4	to gain more confidence in myself (P)	51	2.47	52	2.50	51	2.43	NS
5	5	6	to learn how to better deal with stress (P)	46	2.36	46	2.38	45	2.33	NS
6	8	5	to improve my math skills (A)	43	2.30	39	2.16	50	2.51	NS

T = Total Group D = Decided Group U = Undecided Group

(A) = Academic need (S) = Social Need (P) = Personal Need

[t]Percentages based on Moderate + Strong responses

*p < .001
**p < .01
***p < .05

(table continues)

Rank Order by Group			Needs	Total Group (n = 242)		Decided Group (n = 145)		Undecided Group (n = 97)		Decided/ Undecided Difference
T	D	U		[t]%	Mean	%	Mean	%	Mean	Significance
7	6	12	To learn better decision-making techniques (P)	42	2.24	45	2.31	37	2.12	NS
8	7	11	to improve my writing skills (A)	41	2.26	43	2.26	37	2.27	NS
9	9	7	to feel less anxious about taking tests (A)	41	2.25	38	2.18	45	2.37	NS
10	10	8	to manage my time more effectively (P)	40	2.20	37	2.15	44	2.29	NS
11	11	10	to improve my reading skills (A)	39	2.08	37	2.03	40	2.17	NS
12	14	9	to receive help in choosing a career/academic major (A)	35	2.00	31	1.86	42	2.22	U >D**
13	12	15	to budget and spend my money more wisely (P)	33	2.03	35	2.08	31	1.95	NS

T = Total Group D = Decided Group U = Undecided Group

(A) = Academic Need (S) = Social Need (P) = Personal Need

[t]Percentages based on Moderate + Strong responses

***p < .001
**p < .05
***p < .05

Rank Order by Group			Needs	Total Group (n = 242)		Decided Group (n = 145)		Undecided Group (n = 97)		Decided/ Undecided Difference
T	D	U		[t]%	Mean	%	Mean	%	Mean	Significance
14	15	13	to improve my note taking skills (S)	31	2.03	35	2.08	31	1.95	NS
15	13	19	to meet new people (S)	28	1.93	33	2.00	22	1.83	NS
16	19	14	to talk to a counselor about my personal concerns (P)	24	1.78	19	1.66	31	1.96	U >D**
17	17	17	to have fewer social distractions (S)	19	1.62	16	1.56	23	1.71	NS
18	18	16	to have more emotional support from my family (P)	18	1.63	15	1.56	23	1.74	NS
19	20	20	to feel more of a part of the Community College Community (S)	16	1.60	14	1.53	19	1.70	NS

T = Total Group D - Decided Group U - Undecided Group

(A) = Academic Need (S) = Social Need (P) = Personal Need

[t]Percentages based on Moderate + Strong responses

*p < .001
**p < .01
***p < .05

(table continues)

Rank Order by Group			Needs	Total Group (n = 242)		Decided Group (n = 145)		Undecided Group (n = 97)		Decided/ Undecided Difference
T	D	U		[t]%	Mean	%	Mean	%	Mean	Significance
20	19	21	to join extra curricular activities (S)	16	1.55	15	1.53	18	1.58	NS
21	21	18	to learn how to use the library (A)	16	1.54	9	1.40	23	1.73	U >D**
22	22	22	to find adequate child care (P)	8	1.26	7	1.21	10	1.32	NS
23	23	23	to learn to cope with divorce (P)	4	1.12	3	1.08	6	1.20	U >D***

T = Total Group D = Decided Group U = Undecided Group

(A) = Academic Need (S) = Social Need (P) = Personal Need

[t]Percentages based on Moderate + Strong responses

*p < .001
**p < .01
***p < .05

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